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IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Second periodic reports submitted by States parties to the Covenant concerning rights covered by articles 13 to 15, in accordance with the third stage of the programme established by the Economic and Social Council in its resolution 1988 (LX)

Addendum

UKRAINIAN SOVIET SOCIALIST REPUBLIC

[29 January 1991]

1. This report supplements the initial periodic report of the Ukrainian SSR on the implementation of the provisions of articles 13 to 15 of the International Covenant on Economic, Social and Cultural Rights (E/1982/3/Add.4). It is submitted in accordance with articles 16 and 17 of part IV of the Covenant and account has been taken in its preparation of the general guidelines for second periodic reports on articles 13 to 15 of the Covenant and the general proposals and recommendations formulated by the Committee on Economic, Social and Cultural Rights.

2. The Ukrainian SSR is the second most populous Union Soviet Republic. More than 52 million people from over 110 nationalities and ethnic groups live in the Republic, including 37.4 million Ukrainians (72.7 per cent of the population), a number which has increased by 930,000 over the past decade.

3. Concrete information is provided below on the guaranteeing to citizens of the Ukrainian SSR of the rights specified in articles 13 to 15 of the International Covenant on Economic, Social and Cultural Rights.

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Right to education (articles 13 and 14 of the Covenant)

4. All forms of education in the Ukrainian SSR are provided free of charge, primary and secondary education are compulsory, and all forms of secondary and higher education are equally accessible to all citizens. One hundred per cent of children in the Ukrainian SSR attend elementary school and 99.9 per cent of children attend secondary school. Pupils in general-education schools are provided with free textbooks and visual and other study aids. Pupils who live a significant distance away from their place of study are provided with free transport and accommodation. Students in specialized secondary and higher educational establishments are provided with State stipends.

5. Among the extensive social and economic changes initiated in the Ukrainian SSR as a result of perestroika, the reform of general-education and vocational schools occupies an important place. The revised aims, tasks and principles of public education are set forth in the "Basic guidelines for the reform of general-education and vocational schools" and the discussion papers of the all-Union Ministry of Education "Restructuring schools to meet today's requirements" and "The concept of general secondary education as fundamental to a unified system of lifelong education".

6. The fifth Congress of Teachers of the Ukrainian SSR, held in May 1987, analysed in detail what had been and what remained to be done to implement the basic guidelines for reform. Among the issues discussed at the Congress were the improvement of the quality of both the formal instruction and the more general education provided to young people, the elaboration of new curricula and textbooks, and the promotion of computer literacy among and practical technical work by young people. In addition, resolutions were passed concerning the role of vocational technical schools in: preparing pupils for employment, including employment in a new economic environment; ensuring their ideological and moral education; and organizing the constructive use of their spare time.

7. Perestroika has stimulated the development of those principles of public education which follow from the general orientation of Soviet society towards the humanization and elevation of the individual and the reassertion of the priority of human values in economic, social and political relations and in culture. Chief among these principles are: the integration of all the educative forces of society in the tasks of bringing up the next generation; the concentration of attention on the personality of each child as society's greatest human asset; the adaptation and individualization of educational work in order fully to bring out and develop the capabilities of every child; the democratization of schools in order to create an atmosphere conducive to the activity, initiative and creativity of pupils and teachers; and broad participation by the public in the management of education.

8. In their efforts to realize these principles, the public education authorities of the Ukrainian SSR have been guided by the following documents, which were drawn up with the aim of further deepening and developing the reform of general-education and vocational schools in the country both at Union level and at republican level: "Restructuring schools to meet today's requirements", "The concept of general secondary education as fundamental to a unified system of lifelong education", "Regulations for secondary general-education schools", "Fundamental Principles of the Legislation of the Union of Soviet Socialist Republics and Union Republics on Public Education"

(draft), "Regulations for pre-school institutions", "Provisional regulations for secondary general-education schools in the USSR", "Provisional regulations for vocational technical schools", "Provisional regulations for higher educational establishments in the USSR", "On the basic curriculum".

9. These documents establish a close correlation between the aims and duties of the education system and the variety of schools and flexibility of curricula and syllabuses and give priority to advanced teaching practice and innovative methods of education and upbringing. They also raise the issue of the creation of a system of continuing education which would involve every kind of educational establishment - pre-school institutions, general-education and vocational technical schools, non-scholastic institutions, higher and specialized secondary educational establishments, and the system for upgrading skills and retraining workers. Particular emphasis is placed on self-education as an inherent need of every individual, improving the patriotic and internationalist education of young people, encouraging an interest in acquiring knowledge and professional skills, and fulfilling the duty of every citizen to serve the Homeland. The attention of the Republic's education authorities is directed in particular towards the education of young people in civic affairs and interethnic relations, the preparation of pupils for life and work in an increasingly democratic society, and the study of Ukrainian national culture and its mutually enriching links with the cultures of all friendly peoples.

10. However, it became apparent after a while that the extent and pace of implementation of the reforms were inconsistent with the needs of society in the current phase of perestroika. Greater attention was needed to the democratization of the public education system, the improvement of methods of instruction and education, the management of the educational process, the training of teachers, and the combination of general-education with vocational studies.

11. Decisions taken on these issues at the fifth Congress of Teachers of the Ukraine (May 1987) and the All-Union Congress of Public Education Workers (December 1988) proposed the introduction of the following changes in the reform of general-education and vocational schools as devised before the beginning of perestroika: universal secondary education to become the foundation for the further training of skilled workers and specialists and the full development of the individual; general-education, vocational and higher establishments to be re-equipped and scientifically-based norms to be used in planning the development of public education; a unified State policy to be pursued on public education and close cooperation to be instituted between all kinds of educational institutions and science and industry; public education to be comprehensively democratized and the independence and responsibilities of staff and students to be increased; the system for training and retraining teachers to be revamped and fundamental improvements to be made in research and development in the field of public education.

12. In 1990 a number of draft concepts for national general secondary education were prepared and published in the Ukrainian SSR. In them attempts were made to give a scientific basis to the system of ideas and regulations defining: the main aim and reference points of the reform of public education; the essence and content of general secondary education; the ways of reviving the national character of schools and their autonomy in choosing forms and methods of instruction and education; the ways of ensuring maximum

allowance for and encouragement of individual ability, inclinations and talent; the democratization and de-ideologization of school life and the realization of children's democratic rights. The main aim of implementing the new concept of general-education schools in the Ukraine is to reorient the schools towards: the development of children's abilities; the attachment of significantly greater prestige to the intellect and general culture of the individual; and the formation of a responsible moral attitude to citizenship and of national awareness among young people.

13. In a number of cases, the implementation of programmes of action elaborated in the Ukrainian SSR as part of the educational reform has been successful. Thus, more than half of all six-year-old children are now receiving education, a range of new syllabuses has been introduced in general-education and vocational technical schools, socially useful work by pupils is now better organized, more university-level students are entering the Republic's teacher-training colleges, the material base of general-education institutions is being strengthened, and the programme of salary rises for teachers and other public education workers has been fully implemented.

14. The problem of training workers and specialists in vocational schools is being resolved in an innovative fashion, principally on the basis of secondary education, but the possibility of receiving vocational training after completion of secondary school is also being retained. As the necessary conditions are created, vocational training is being provided in general-education schools in accordance with the wishes of pupils and parents.

15. In keeping with the State programmes for social development in the countryside, the need is recognized to strive to ensure that by the year 2000 every main village on a collective or State farm and every large rural settlement has a pre-school institution and a general-education school meeting modern standards, and that smaller rural settlements have an institution of the "school-cum-kindergarten" type. Ideally, every rural administrative region should have either a vocational technical school or a branch thereof to train skilled workers for the requirements of the agro-industrial complex.

16. In addition, bearing in mind the scale and complexity of the reforms that it is hoped to complete by 1995, teaching staff and the education authorities have to resolve a number of problems connected with the practical implementation of the reforms, the restructuring of the relevant entities in the public education management system, the definitive setting-aside of the formal approach to the teaching and education of pre-school children, and the elimination of all that is negative within schools.

17. In 1989, in the course of the efforts to consolidate the reform of the public education system, a new document, the "Provisional regulations for secondary general-education schools in the USSR", was adopted. It defines general-education schools as democratic, constantly developing State and public institutions which ensure the realization of the needs of individuals, society and the State as regards secondary education.

18. As the most important element in the system of continuing education, the general-education school offers every citizen an equal opportunity to receive an education and to choose a course of life in accordance with his or her inclinations, interests and abilities, due account being taken of the needs of society.

19. General-education schools have a common basis but differ in the content, forms, methods and organization of their teaching and educational activities. They are responsible for: creating favourable conditions for the intellectual, moral, emotional and physical development of the individual pupil and the fullest possible expression of his or her abilities; forming humanistic values and the habit of creative thinking; and equipping pupils with a system of knowledge about nature, society, humanity and human labour. They contribute to the satisfaction of the population's national cultural requirements and the forming of an internationalist outlook and a responsible attitude to citizenship among young people.

20. The functions of the State and schools are clearly defined in the "Provisional regulations for secondary general-education schools in the USSR". The State guarantees the socio-political, legal and economic basis for education and schools bear responsibility for realizing the right of the individual to education. Schools are independent in organizing the educational process and also enjoy legal and financial independence. Every school may draw up its own statutes on the basis of the Regulations.

21. General-education schooling today covers three different levels: the first level is the elementary school (three to four years), the second is the basic school (five years), and the third level is the secondary school (two to three years).

22. The openness and adaptability of general secondary education allow for its orientation towards national traditions and regional particularities, which are taken into account in the all-Union basic component of the curriculum and in the parts of the curriculum which are determined by the Ministry of Public Education of the Republic, the local public education authorities and the schools and teachers.

23. In order to ensure the accessibility of general secondary education and the creation of the most suitable conditions for the development of the interests and abilities of pupils in the Republic, the following kinds of general-education schools function in the Ukrainian SSR: secondary general-education schools, extended-day schools, boarding schools, schools for the in-depth study of particular subjects, evening (shift) and correspondence schools for young workers, schools for children with mental or physical handicaps, general-education sanatoria in countryside settings, gimnazii, and litsei. 1/

24. There were 20,988 general-education schools operating in the Republic in the academic year 1988/89. They included 3,051 elementary schools, 7,984 basic schools, 9,543 secondary schools and 410 schools for children with physical and mental disabilities. There were 7,091,000 pupils studying in the schools. Of these 6,806,000 were in day schools and 205,000 were following evening and correspondence courses. In the 1988/89 academic year, 443,000 six-year-old children studied in the first class programme, 148,000 of them in pre-school institutions. In 1988, 659,000 people were receiving secondary education, (general and specialized); 425,000 of them were in general-education schools (342,000 in day schools and 83,000 in evening schools).

25. Pursuant to the "State programme for the development of the Ukrainian language and other ethnic languages in the Ukrainian SSR", the most important means of interethnic communication in the Republic is, along with persons' mother tongues, the Russian language.

26. The public education authorities are paying considerable attention to increasing the number of schools and pre-school institutions which use Ukrainian as the language of instruction and to improving the teaching of mother tongues in teacher-training colleges, universities and the specialized secondary schools training primary-school teachers. Of the total number of general-education schools in the Republic, Ukrainian is the language of instruction in 15,000 (that is 74 per cent of all the schools), Russian is used in 4,600, Moldavian in 110, Hungarian in 55, and Polish in 2. In addition, there are 526 schools which have 2 languages of instruction. Over the past 2 years, the network of schools with Ukrainian as the language of instruction has increased by 200 and an increasing number of educational institutions are using 2 languages of instruction.

27. In order to satisfy fully the needs of the population, the Ministry of Public Education of the Ukrainian SSR and its local departments are working to ensure that, in regional and industrial centres, there are schools and pre-school institutions, individual classes and groups with Ukrainian and Russian as the languages of instruction in every neighbourhood.

28. In order to improve the teaching of the Ukrainian language, an integral constituent part of national culture, the Republic's Ministry of Public Education has taken a series of important measures. The number of hours for the study of Ukrainian language and literature in schools with Ukrainian as the language of instruction has been raised to 6 per week, or 19 per cent of all study time, and a further increase, to 6.4 hours per week, is planned for the academic year 1990/91.

29. In schools with Ukrainian, Moldavian, Hungarian or Polish as the language of instruction, and in schools where Russian is the language of instruction and the majority of the pupils are of Bulgarian, Crimean Tatar, Moldavian or Gagauz origin, classes having more than 25 pupils are divided into two groups for lessons in Russian language and literature. The same procedure applies for the teaching of Ukrainian and other languages and their literature in schools where Russian is the language of instruction.

30. A considerable amount of work has been undertaken to improve the content of school curricula and programmes for pre-school institutions and general-education schools so as to reinforce the practical aspects of mother-tongue teaching.

31. In order to meet more fully the language needs of some nationalities living in the Odessa administrative region, 38 optional groups have been established for the study of Bulgarian language and literature (954 pupils) and one such group has been established for the study of modern Greek. Arrangements are being made to introduce the Tatar language into schools in the Crimea and Kherson regions.

32. Study of the mother tongue is furthered by various forms of extra-curricular activity: literary studies, mother-tongue language circles, groups for lovers of poetry or music, the celebration of traditional folk holidays, and amateur and other arts festivals.

33. However, certain shortcomings persist in the teaching of Ukrainian and Russian and their literature, with the result that some pupils have a weak grasp both of their mother tongue and of Russian and low levels of articulacy. This is also reflected in some pupils' lack of interest in literature and unsatisfactory levels of skill and ability in literary analysis. In many cases there is a lack of continuity in the study of language at the various stages of education from kindergarten and primary school to secondary school; the full potential of the curricula lastingly to impart language skills and habits is not being realized. Improvement of the methodology of teaching languages is proceeding very slowly. Considerable difficulties persist as regards the organization of the educational process in schools where instruction is in Polish, Hungarian, Moldavian or other languages and the production of course books and visual aids, and problems with the training of teaching staff for teaching Bulgarian and modern Greek have not been adequately addressed.

34. Particular importance is attached to improving the preparation of pupils at general-education schools for employment. Practical training and vocational guidance have been improved for pupils in higher classes. During the 1988/89 academic year, 507 inter-school production training centres were operating in the Republic (373 in towns and 134 in rural areas); they offered a total of 61,700 places. There were also 4,635 training workshops or sections at enterprises or collective farms (total, 104,500 places) and 294 inter-school and school training workshops (total, 9,000 places). There is a base of 225 vocational technical schools, 199 of them urban and 26 rural, in which 7,000 people receive work and vocational training. To provide pupils with practical vocational training and opportunities for socially useful productive work, there are 536,000 work places, 39 per cent of them equipped by enterprises. There are also school cooperatives and other amateur associations.

35. During the period 1987-1989, the Ministry of National Education of the Ukrainian SSR adopted a series of normative instruments aimed at improving the employment training available to pupils at general-education schools, viz. regulations on: the organization of labour training and socially useful production work by pupils on the basis of secondary vocational technical schools; training workshops; industrial safety and health; work and rest camps for pupils of general-education schools; the possibilities of using the labour of school pupils in agricultural work; the introduction of design studies; the procedure and conditions for voluntary work by pupils of general-education and vocational technical schools in their free time; and the payment of teachers and other educational workers supervising production work by pupils.

36. During the same period, new outline curricula were prepared for the labour training of pupils in classes 7-9 of general-education schools, together with the syllabus for a course entitled "The basics of choosing a career" for the eighth class. In this way, the labour education dispensed at general-education schools takes into account local conditions and needs. It includes - on an equal footing with socially useful work, the field of social assistance, nature protection and so forth - active participation in special-interest clubs, sport and art sections and other forms of activity.

37. In the academic year 1988-89, 735,000 boys and girls attended 1,241 vocational technical educational establishments in the Ukrainian SSR. In 1989 there were 1,160 day secondary vocational technical schools in operation in the Republic. These schools comprised 1,006 departments based on an incomplete secondary-school curriculum, 1,081 departments based on the secondary-school curriculum, 608 groups of young people not receiving secondary education, and 81 evening (shift) vocational technical schools. In 1987/88, 835,600 workers were trained for specific occupations at vocational technical schools.

38. In August 1989, "Provisional regulations for vocational technical schools" were adopted nationally, in which these educational institutions are described as the most important component in the system of continuing education that affords all citizens of the country equal opportunities to acquire vocational skills in keeping with their interests and abilities. The principal tasks of the vocational technical schools, as spelt out in the Regulations, are: to create the requisite conditions for young people to acquire vocational and technical education; to ensure that the vocational training and general education of future workers is of high quality; to provide training, retraining and further training for workers in response to the requirements of scientific and technical progress; and to turn out socially active workers capable of taking a creative part in the improvement of industrial and social relations.

39. The training of skilled workers in the vocational technical schools is provided free of charge. The length of the period of instruction varies: for young people receiving secondary education it is three years, for those not receiving secondary education up to two years and for those who have completed their general secondary studies up to one year.

40. All activity at the vocational technical schools is based on the principles of democracy, openness and self-management in accordance with the Constitution of the Ukrainian SSR and other normative instruments.

41. The vocational technical schools train skilled workers for occupations or groups of occupations determined by the school in conjunction with enterprise. They may also take the initiative in introducing training for new kinds of occupations, taking into account national, regional and other particularities. The process of instruction and education may be carried out in the daytime or evening, on or off the job. Production training and practical work are carried on in training workshops and laboratories, on training farms, in enterprise works, on training grounds and building sites, in the fields and on working farms. Vocational technical schools set up firms and combines for training in production and trade, manufacture industrial and agricultural products, and perform various services for the public. In addition to classes, the process of education and training makes widespread use of lectures and seminars.

42. The resources for restructuring public education in the Republic in line with the reform of the general-education and vocational schools come from the State budget, from State, cooperative, trade union and other social enterprises and organizations, and also from collective farm funds. The salary rises prescribed for teachers and other education workers in the "Basic guidelines for the reform of general-education and vocational schools" have been given effect. As a result, the salaries of primary-school teachers have

increased by 58 per cent, those of teachers conducting secondary and senior classes by 36 per cent, and those of teachers at specialized secondary and vocational technical schools by 24 per cent. The salaries of workers at children's shelters, children's homes and boarding-schools for orphans and children deprived of parental support have been increased. The hourly rates of pay for teaching performed by the staff of higher educational establishments and universities and for scientific workers at the scientific Research Institute of Psychology of the Ukrainian SSR have been raised.

Right to take part in cultural life (article 15 of the Covenant)

43. The cultural policy of the Ukrainian SSR is pursued on three closely interrelated lines: meeting the requisite conditions for the development of spiritual creativity and the creation of spiritual treasures; affording all citizens access to the achievements of culture; and all-round encouragement of the broad masses to take an active and creative part in cultural development. This policy, its overall goals and the rights of citizens to enjoy the achievements of domestic and world culture are broadly reflected and legislatively secured in the Basic Law: the Constitution of the Ukrainian Soviet Socialist Republic.

44. Questions relating to the development of the various branches of culture, including funding and capital construction, are built into the State plans for the development of the economy and dealt with in individual State documents aimed at further advancement in a particular field of cultural development. The budget appropriations for the activities of cultural institutions doubled between 1986 and 1990.

45. Several special-purpose programmes financed by the State are being carried out in the Ukrainian SSR, in particular for the development of the theatre, concerts, the cinema, the plastic arts, folk arts, museums and libraries. The far-reaching changes in all spheres of the community's socio-political and economic life have led to the establishment of a comprehensive programme to develop Ukrainian national culture. It's theoretical design has been worked out on the basis of an analysis of the real state of the culture, goals have been set, and avenues are being explored for the further development of all forms of art, including folk arts; for improving the preservation of historical and cultural monuments; for disseminating artistic values; for promoting the development of Ukrainian national culture beyond the bounds of the Republic; for intensifying international cultural cooperation; and for improving management in the sphere of culture.

46. In exercising their constitutional right to enjoy the achievements of culture, citizens of the Ukrainian SSR are helped by the even distribution of cultural institutions throughout the territory of the Republic and also by the general accessibility of artistic treasures. For example, theatre and concert tickets are made available at low prices by means of a subsidy from the State budget at the rate of 1.28 roubles per head of the audience. Libraries and parks of culture and rest are available to citizens free of charge, and only a token charge is often made for admission to museums and exhibitions.

47. The free access of citizens of the Ukrainian SSR to culture is also secured through the availability of a wide network of cultural and art institutions. There are 87 professional theatres in operation in the Ukraine,

including 6 for opera and ballet, 4 for musical comedy, 41 for drama or music and drama, 7 for young audiences, and 26 puppet theatres. They put on about 50,000 performances a year, reaching a total audience of more than 20 million.

48. Concerts are given by 25 philharmonic orchestras, which have been formed in all the regional centres of the Ukraine, 41 concert organizations and dozens of performing ensembles. The range of theatrical and musical performances available to the public is widened by theatrical tours, which are actively pursued. Every year between 30 and 40 Ukrainian theatre companies go on tour throughout the Soviet Union, and about the same number of theatrical groups from other Union Republics come to the Ukraine. Under the scheme of sponsored assistance to the inhabitants of rural areas, more than 30,000 shows and concerts a year are put on by performing ensembles, reaching an audience of 7-8 million people.

49. Great attention is devoted in the Ukrainian SSR to the preservation of the cultural and historical heritage. Tens of millions of exhibits - priceless monuments of material and spiritual culture - have been collected in more than 440 State and 7,000 public museums. Museum exhibitions are very popular; they are visited by more than 30 million people a year. Under the Act on the Preservation and Use of Historical and Cultural Monuments, 114,000 historical and archaeological monuments and monumental art works have been inventoried and placed under the protection of the State. State grants and funds from social organizations are spent to restore and maintain them. Active use is being made of the accumulated potential to establish new museums.

50. There are 60,000 libraries in the Ukrainian SSR, holding between them some 900 million books. The free services they provide are used by 73 per cent of the population: a highly significant socio-cultural indicator. As a result of the policy of openness and democratization, more than 18,000 titles which had been kept in special storage have been returned to the open shelves.

51. A system for training cultural workers has been developed in the Ukraine. There are in operation 10 higher educational establishments of culture and art including 3 conservatoires, an institute of fine arts, an institute of theatre art, an art institute, three institutes of culture, and an institute of musical education. They are attended by some 10,000 students studying 24 specialities in the fields of music, theatre, cinema, plastic art, club administration and librarianship. Secondary-level specialists are trained at 72 specialized secondary educational establishments. More than 300,000 children study in children's schools of art.

52. In the Ukraine, creative cultural activity is not the business only of professionals but also of the general public. In the Republic as a whole there are more than 120,000 amateur choral, dance, musical and theatrical groups in which if children's amateur activity is included, nearly one in every six inhabitants of the Ukrainian SSR participates. Today the citizens of the Ukrainian SSR have at their disposal more than 20,000 palaces of culture, houses of culture and clubs, most of which are in rural areas. The establishment of cultural and sport complexes and of aesthetic education and leisure centres as a result of the restructuring undergone by the forms and modes of operation of cultural institutions opens up extensive prospects for cultural development.

53. Ukrainian professional and amateur creative groups are taking part in international cultural exchanges on a steadily increasing scale. Such cooperation by the Ukrainian SSR with 50 countries throughout the world is successfully developing in all its various forms. This activity is gaining a qualitatively new content through the forging of direct bilateral links on a long-term basis. A National Committee has been formed in the Ukrainian SSR in order to facilitate active participation by the Republic in the World Decade of Culture. A plan of activity for the period 1988-1999 has accordingly been adopted and is being carried out; it includes individual projects and long-term measures.

54. Cultural ties between the Ukraine and other peoples and Republics of the Soviet Union are a longer-standing and more firmly established tradition. Interchange and acquaintanceship with the national characteristics and cultures of other peoples are fostered by 10-day festivals and days of literature and art, other festivals (including folk art festivals), plastic art exhibitions and shows of films from the studios of the Union Republics. Other events are held within the range of forms worked out at all-Union level.

55. A great deal has recently been done to revive the culture of the national minorities living in the territory of the Ukrainian SSR: Bulgarians, Poles, Gagauzi, Hungarians, Romanians, Greeks, Tatars and other dispersed groups. The Ministry of Culture of the Ukrainian SSR has set up a long-term cultural education programme for the individual national population groups. Practical measures are being taken to protect and further develop the ecology of national cultures. The Ministry of Culture has made it a priority to recruit representatives of ethnic groups into the education establishments of its system in order to train specialists in art and in cultural education work.

56. In addition to the system of State organs implementing cultural policy in the Ukrainian SSR, a ramified network of social organizations is involved in cultural development. These include trade unions and creative associations and societies. They are increasingly working together to carry out various projects and to hold various events.

57. State-run and social organizations and institutions of culture alike see it as their main task actively to encourage the expression of talents, to help in their formation and growth, to increase the skills of artists and to promote the artistic creativity of ordinary people.

Notes

1/ Translator's note: gimnazii, secondary schools devoted largely to the humanities; litsei, partially fee-paying secondary schools.